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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Boards of Education

THE significance of the membership of Boards of Education is intensified from time to time. There are various issues which magnify the importance of membership on these boards, but none of these issues has ever been national in its functioning.

The most encouraging feature of the American public school is the fact that no special interest has ever had a tendency to disturb the public schools over a wide range of territory or for a long time, and there are no indications that this condition will ever be seriously disturbed.

The public schools can never be disturbed when the school system presents a united front to any influence, political, industrial, commercial, or sectarian.

We are perfectly safe in saying that no anti-public school interest has ever dared to oppose the public schools in the open. It is easy to criticize, easy to prefer parochial or private schools, but there has never been a successful anti-public-school campaign in any state or large city. No political party locally or nationally has ever dared to put on its platform an anti-public-school plank, and none ever will dare to do so.

There are several sectarian influences that have invested vast sums in parochial schools, but none or all of these combined have ever opposed large appropriations for school buildings or for increases in public school teachers' salaries. If an issue is to be made these sects are always prominent in championing public school expenditures.

Labor organizations have sometimes criticized control of public schools, but labor always votes solidly for all public school appropriations. From the days of the "Know Nothing" craze, during which I was born, the local school control has been dethroned, but there has never been an intolerant organization that has not stood solidly behind public school appropriations, and there will never be such opposition.

There has recently been issued an extended survey of "The Social Composition of Boards of Education, a Study in the Social Control of Public Education," by George S. Counts (The University of Chicago), with thirty-eight elaborate tables, in which nothing is revealed that bears at all on any cause for anxiety as to the control of anti-public-school sentiment.

Siders With World Federation

WALTER R. SIDERS, field representative of the World Federation of Educational Associations, announces a campaign at an early day for a ten-million-dollar fund to put the work of the World Federation on an enduring basis. The Federation is to be a clearing house for the best educational thought of the world.

The president of the Federation, Dr. Augustus O. Thomas, Augusta, Maine, is an attractive and forceful platform champion of the cause, and Mr. Siders is a wise and skilful manager of men and affairs.

While the cause will ultimately need ten million dollars, the present needs can be adequately met with half that amount, and it is not a great achievement now to raise five million dollars for any cause that appeals to men with vision. There are many persons, women as well as men, who rejoice in an opportunity to provide ample means for great achievements.

There is one important prerequisite. We must all believe intensely that the World Federation has one of the great missions of near future. One teacher, or other educator, from the chancellor of a great university to the kindergartner, must believe that this World Federation can have a greater influence in stabilizing civilization than can be done by legislation or any other known activity.

More than one-third of the higher institutions of learning in the United States have at some time had a graduate of Yale College as president.

School Athletics of Real Service

FOR some time the football team of the Plymouth, Pa., High School has made an unusual record in the number of games won. The organization at this school is unique in several points. Dr. C. R. Drake, a former college and All-American star, has worked up a great enthusiasm for the game, and absolutely without pay gives his time to coaching the team. The entire community backs the school team, and this interest in athletics is turned by Superintendent Henry S. Jones to academic account. Plymouth is decidedly foreign, with a population of about 20,000. The Lehigh-Wilkes-Barre Coal Company some years ago donated a large plot of ground beside the high school building to a park commission. The high school arranged with the park commission for the use of a part of this tract for athletic purposes, and from the profits of the games this high school now owns, clear of debt, a stadium with eleven thousand seats, which may be freely used by any town organization, except during the high school playing season. In two years the high school association has turned over to the park commission $8,000 cash for the summer playgrounds, and has spent $15,000 in the betterment of park and stadium. $23,000 in two years donated to public purpose is indeed some achievement for a high school. I doubt if such a record can be equalled. During the season just closed the total football receipts were $28,000—very often a paid attendance of 10,000 to 12,000 was noted. Not one cent is paid for coaching, administration, accounting, all such services being donated.

The Boston committee has discovered new hotel accommodation, some of it equal to the best, and some of it remarkably good at very reasonable rates. Boston knows her entertainment resources better than she has ever known them before.

Bridgeport, Connecticut, Carroll R. Reed, superintendent, has adopted the single salary schedule without reservations. By a single salary schedule is meant a schedule under which teachers with equivalent preparation in training and experience are paid the same salaries, whether they are men or women, and whether they teach in the high school, the junior high school, or elementary school.

Elementary School Principals

NO DEPARTMENT of the National Education Association has made as great progress in six years as has the Department of Elementary School Principals, which was created in 1921. It has already enrolled 4,000 members, and issues a Year Book that rivals any annual professional publication as much by what it leaves out as by what it includes. We know of no other annual publication that so closely and clearly speaks to and for and by the real school people as does the publication of the elementary school principals.

While 4,000 is a noble enrollment achievement for the department, yet that is only one in twelve who should be enrolled. Arthur Gist of Oakland, president of the department this year, and Charles Potter, Rainier School, Seattle, chairman of the enrollment committee, have started a crusade to enroll ten thousand this year. This should be easily attained.

There are 35,000 people in Massachusetts enrolled in the State University courses. The quality of education provided is guaranteed by the instructors in the various parts of the state. There are no more scholarly men in the subjects studied than those who are in charge of the fifteen branches from psychology and public speaking to conversational Italian and practical calculus.

Challenge for the American Boy

By A. E. WINSHIP

IN THIS restless age American education is a challenge for American boys to prepare to solve the complex and confusing problems which these fractious times are creating to test the wisdom and devotion of those who will be responsible for their solution.

The boys of today have no option. They must solve problems that no other generation has ever tried to solve, problems suddenly and tragically developed. The war did not create the problems, but unrecognized and neglected problems created the war.

If the Peace Conference of 1921 could have been held in the winter of 1914 there might have been no war. A real Peace Conference should be held when a war is in the dawn instead of in the twilight.

The boys of today are challenged. The challenge is by the problems which are to be passed on to them when they assume financial, industrial, civic and social responsibility. The boys are not challenged to solve these problems today, but rather to get ready to solve them when they assume responsibility.

The challenge for the American boys is not issued by parents or teachers, by the Red Cross or the Boy Scouts, by the Young Men's Christian Association or the Knights of Columbus. They would have done anything in their power to have saved American boys from receiving the challenge to prepare to solve these problems.

But the challenge has been issued and the boys must accept it and must be prepared to meet it in a death grapple. It is to be no child's play; either the problems will be successfully solved or America will be a defeated nation. If America is defeated, the world will be defeated, and all will be lost.

All organized friends of the boys, all lovers of humanity must prepare the boys and girls of America to meet the challenge successfully.

The supreme duty of all Americans is to get into the organization where they can work best, and then to bend all American energy to the preparation of American youth to solve all the problems which are being passed on to them. There must be absolute harmony in this preparation. Nothing is so fatal as confusion in the preparation.

A big ocean liner was wrecked in the Pacific Ocean because of the fact that they sailed into the jaws of the typhoon. There had been a change in international signals of which they had not been informed and what was intended as a warning to escape they interpreted as a signal to go into the very teeth of the storm.

There must be no confusion of signals for our boys. Teachers and preachers, Red Cross and Boy Scouts, Young Men's Christian Association and Knights of Columbus must give the boys the signals for meeting the challenge of the problems which they must solve.

The boys must have more and better schools than American boys have ever had. The preparation must be as much more efficient than that of the past as the problems are more complicated and more defiant. From the kindergarten through the university it must be universally and uniformly appreciated that the great work of education is preparation to meet the challenge and make Americans more thrifty, more efficient, more charitable, more virtuous than Americans have ever been.

There must be better education as well as more education. It must be education that gives poise as well as power, that intensifies energy and eliminates strain.

When the body of an elementary curriculum was merely reading, writing and arithmetic Americans were living the simple life simply, but today there is no simple life. There is no place in Tennessee or Ohio where a complete local knowledge is adequate.

A Boston man who doesn't know that "two bits" means "a quarter," and an Arizonian who does not know that "a quarter" is twenty-five cents is a joke when he is in the wrong place. The student of today will be a sorry spectacle in the presence of the problems we pass on to him for solution if he cannot think in francs, florins, and marks.

All activities today are complex. Every boy needs to be able to do a multitude of things that his grandfather never dreamed of, and he needs to understand infinitely more things that are said and written than they had to understand, and to be effective with voice and pen he must have a vacabulary that has expanded marvelously. It requires a hundred times as much education to know all about an automobile as it did to know the mechanism of an ox-cart.

If a university consciously holds itself superior to the workaday world about it, its outlook cannot be hopeful from an educational standpoint. Any superiority should be the unconscious result of an attempt to understand and interpret life uncommonly well.

——Cloyd Heck Marvin, George Washington University.

Belding's Page

ERRORS THAT COUNT

A SIX-CAR train in a Brooklyn subway took the wrong turn during the evening rush hour, carrying hundreds of passengers toward a suburb they had no wish to visit.

The passengers staged a near riot in the effort to have the train carry them back to the switch and along the tracks which led to their home district. But traffic was piling up behind them for blocks and blocks. The passengers finally yielded. They changed to another train.

Myriads of people were delayed because hundreds insisted upon their rights. Myriads as well as hundreds were inconvenienced and lost their tempers and were late to dinner because one lone switchman pulled the wrong lever. Why did he do it? He said it was because one of the colored lights at the front of the train was obscured by dust, so that he did not quickly recognize the intended destination.

What has all this to do with the price of beans—that is, with education?

It illustrates rather plainly, I believe, the need of holding pupils to high standards of accuracy and dependability. At certain crucial points in the world outside the classroom even a B grade may denote abject failure with possibly serious consequences to many people. No one can guarantee that any position you may name will not become a crucial position in some emergency.

A school does wrong to teach that anything short of the pupil's best is ever satisfactory. Perfect functioning must be the constant goal.

ARE ALL JOBS TIRESOME?

IT WAS an elevator boy who spoke to another boy of about his own age of seventeen.

"Well, I guess you wouldn't want this job."

"Oh, any job gets tiresome," remarked the other lad.

"Not everything," responded the lift operator, as he landed me at my floor. There was a picture in his mind of something far away as he spoke—some ambition he is cherishing.

Was the young philosopher right? Are there jobs that do not become tiresome?

There is no job worth the name that does not become tiring; none that does not produce wear and tear upon the body, the mind, or both. That is a different thing from "tiresome." At the close of each working day a person may be conscious of weariness. If he were not, it might indicate that he had not given as much of himself to his work as he ought to give.

The question whether a job can be found which is not tiresome depends upon the skill or good fortune of the individual in discovering and entering the vocation which is made for him.

Finding the right vocation—the one which is his own peculiar "calling"—is a fundamental life problem.

No person who is not naturally lazy should be bored with his occupation. If he is, it is a sign he is in the wrong place.

There is a thrill in doing what one can do surpassingly well. On the contrary, whatever one can not do well is irksome.

If one is conscious of the ability to do something more difficult or more worthwhile than one is doing, then, too, the present work is painful—as in the case of the boy running an elevator while hoping for some job more to his liking.

Schools and colleges are just at the beginning of the realization that an important part of their task is to direct the steps of students toward work which will not be tiresome. They may have to run elevators or do other things they do not specially care for, before they can attain to something which suits them better. Discontent is healthy, if accompanied with hope and intelligent striving. The boy who thinks every kind of work is wearisome may give up striving before he arrives at his true calling.

Precisely how the needful work of the world will all be done when everyone is scientifically placed in his proper groove is another story.

TRAINING OF PARENTS

FATHERS and mothers who take the job of parenthood seriously and devote themselves to it intelligently are the greatest need of America today. That is one reason why the growing popularity of adult education is a hopeful sign. To be sure, most of the courses pursued by the older generation in evening schools and extension classes have no direct bearing upon the vocation of parenthood. In some cases a father or mother is taken out of the home when he or she is needed there to look after the children. Yet something has been gained when fathers and mothers recognize the value of mental training for themselves. In due time, perhaps, they will be persuaded to study their parental responsibilities and learn how to meet them better.

Anson W. Belding

Associate Editor.

Boards and Superintendents

By C. W. CONRAD

Superintendent of Schools, Marion, Illinois

THE office of Superintendent of schools is not many score years old. We find the board of education and directors of schools first in the personage of a sky pilot, who received his compensations from donations. Later, when schools began to receive support by public taxation, a board of directors, board of education, or board of inspectors, as they may be called, were elected by the people. These men (nowadays women, too) were and are yet in many states responsible for the education of the children in a certain district. They formerly examined teachers, issued licenses to teach, and hired the teacher or teachers. The examination probably consisted of solving a problem or two in arithmetic, and a muscle test to determine how hard he could lick. In those days there was not too much to teach—only the three R's. The school system consisted of from one to a few teachers. Every teacher taught what and how he pleased. But since our school systems have become so large and teaching such a science, laymen on the board of education are not trained to look after the work even if they have the time. Some boards of directors of systems having several teachers looked to the "head master" or principal to conduct the affairs formerly attempted by the board. As the systems grew and management of schools became more complicated, the office of superintendent was created to take care of the school directing.

The superintendent's duties vary according to size of system. In cities from 5,000 to 10,000 population we usually find one in charge who is supervisor of instruction, inspector of school sanitation, purchasing agent and adviser to principals, supervisors of special subjects, nurse, and attendance officer. He is also responsible for training of teachers in service, and many other duties that would take too long to name.

On the other hand, the board's principal duties are to employ a competent superintendent, determine general school policies, build buildings, attend to finance, and elect and set salaries of school employees upon recommendation of the superintendent. In the study of school administration I have found no better organization than Muncie, Indiana, has. (Muncie has a population of about 25,000.) As it appears the board of education hasn't much to do or seems of little importance. Far from that! It is the buffer between the public and the superintendent. They can either make or break him. "As the teacher so is the class work." Likewise, "As the board of education so is the school system."

There are several types of board members, the same as there are of superintendents. All have faults. The ones with the fewest and are best qualified should head the schools. Many shortcomings can be overlooked if these individuals are always for the best that can be secured with the amount of money available. To the contrary, often board members seek the office for personal gain, or make it a stepping stone to politics, or use the office to repay political debts. Unfortunately in Illinois some laws are still in force, made when no superintendents were available, that state the board of education shall employ teachers and set salaries. In Louisiana and other states the board of education cannot elect a teacher who is not first nominated by a licensed superintendent. This eliminates a lot of incompetent teachers and politics from the schools. Board members know the quality of coal to buy and what to pay for it. They know the cost of building and grounds, but they do not always know the quality of a teacher or what she is worth to the children and community. Often they do not care to know. They judge a teacher sometimes wholly on qualifications that have very little to do with her teaching abilities. Sometimes a teacher secures a position solely on how many votes her family carries, or on her looks.

In conversation with a board member in a small city I asked him how he selected teachers. He said: "When she comes into my office, I can tell whether or not she is a good teacher by the way she meets people and by the space between her eyes." This has very little to do with her teaching qualities. I know some excellent teachers who could not make an impression in public or were narrow or wide between the eyes. I know another board member who would not vote for a teacher unless she bought at his store. Another was against teachers who did not have work done in his office. I recall a would-be music supervisor interviewing a board in another small city. She was a saleswoman and a good looker. She could meet the public; she had the right distance between her eyes, etc. At their board meeting they were about to elect her at a salary of fifty dollars per month more than they had ever paid before without examining her training record. When the superintendent spoke up about her record, they were amazed to learn that she had less than nine-

months training above the eighth grade, and their standard for elementary schools was six years.

Then, too, we have political superintendents who spend half their time shaking hands and "boot-licking" to cover up their inefficiency and neglect of work, or for re-election. I have in mind two. One stayed on the job early and late and gave an excellent administration. He bought his cars, rugs, etc., where he pleased even if sold by board members. He catered to nobody. He received the highest salary that this community had ever paid, and he stayed several years. His successor was the opposite. He left his office at four o'clock, went up town, and shook hands with the fellows. He bought a little from all the stores, and traded most with people with greatest influence. He recommended a poor teacher because she was a daughter of one with influence. This man let the system go backward. He never received a high salary and was turned out at the end of a few years. The board of education in this place was non-political. Had it been, number two might have been there yet and drawing the highest salary. As a rule, superintendents are honest and strive for the best schools; therefore some states have laws that give them power to secure the best to be had for the amount of money the community can afford to spend.

It might not be out of place here to say that board members with low salaries or little income do not always buy the best superintendents, for they cannot see how a school manager can earn any more than they do. The result is they employ a man who does not meet all that the community requires. Also the common idea among laymen is that an ex-school teacher or an ex-principal makes a good school board member. This is far from right in most cases. In the first place, if he had been a very successful teacher or principal, he would have been able to be superintendent himself. He would have been able to support his family on a teacher's or principal's salary. Then, too, he has been away from school work so long he is clear out of tune with modern school administration. He will bother his brain with the petty things and let the most important slide.

Ethics for School Board Members

(Adopted by the Michigan State Teachers' Association.)

Any school board member conducts himself in harmony with this Code of Ethics when he:—

Abstains from soliciting any employee of the school to purchase any given commodity or service such as real estate, insurance, or professional service.

Assumes no personal authority in administering the work of the schools unless he has been instructed to do so at a board meeting.

Avoids seeking to secure a school position for a member of his immediate family.

Refrains from public criticism of any particular teacher, but, if circumstances warrant, brings complaints to the attention of the proper supervisory officers.

Refrains from seeking special privileges for his children or employees.

Declines to offer a contract to a teacher who is known to be under contract with another school, without first determining the willingness of the teacher's employer to grant a release.

Abstains from seeking to perform the duties of the superintendent of schools or any other employee—such as selecting teachers, textbooks, promotion or placement of pupils.

Offers to teachers only such a contract as is just and equitable in form.

Endeavors honestly to contract with teachers on a salary basis that will cover living expenses for twelve months and a surplus for savings.

Stimulates and encourages the professional growth of teachers while in service by granting them permission to attend educational meetings without loss of pay, visiting days and by encouraging them to attend summer school, to travel, and in other ways to improve knowledge and skill in teaching.

Assists in securing a clear and definite statement and understanding of the duties to be performed by the board of education on the one hand and the duties of the supervisory officers and teachers on the other.

Here are, in part, codes of ethics for teachers applying to superintendents as well:—

Teachers should present, not only in conduct and in faithful service, but in well retained health and social attitude, a worthy example to their pupils and to the community.

All teachers should establish friendly and frank relations of co-operation with pupils and parents, and support organizations for that purpose.

All teachers should feel deeply the worth and dignity of their calling, and not regard it as merely a stepping stone to other vocations.

Teachers should encourage only those of high quality to become recruits to the profession and should support every movement toward the elevation of its standards and efficiency.

Criticism of fellow teachers is unprofessional and detrimental unless constructive and open, and any criticism of a predecessor or criticism in the presence of pupils is especially unjustifiable.

While recognizing the necessity of authority and discipline every school system should be imbued with a spirit of democracy, making possible freedom of constructive criticism or suggestions on either side.

No teachers, as individuals, or groups, should ever appeal over the head of an immediate superior, or a colleague, or to a school board instead

of the superintendent, until honest effort has been made to bring about a mutual understanding.

It is unprofessional for teachers to seek appointment or promotion on any other basis than that of merit, to apply for a specific position unless certain of a vacancy, or to make applications elsewhere merely to force an increase in salary.

Every teacher has a right to information regarding his professional rating with the authorities, and to notification and a hearing in fair time before his dismissal or non-appointment.

All teachers should fulfill their civic duties, and share actively in community interests, so as to exert a greater public influence, and combat all detrimental influences.

Teachers should expect and work collectively for salaries sufficient to enable them to live in comfort and security, improve themselves by travel, study, and meetings, and provide for the years of retirement.

Teachers should avoid any entanglement with, or unearned favors from book companies or other firms commercially interested in the schools.

The promotion of a teacher for excellence tends to uplift the profession of teaching.

The superintendent should be recognized as the professional leader of the school system.

He should protect the rights of children.

In seeking employment he should be sportsmanlike and fair.

The teacher should stand for the highest ideals of educational service.

He should maintain an open mind toward all forms of professional progress.

To seek a position or recommend another teacher for a position only after such position has been declared vacant.

To promote the professional growth of teachers.

In fairness to teachers all re-appointments should be made at least six weeks before the close of the school.

To endeavor conscientiously to prevent the failure of any teacher who might succeed if wisely and sympathetically advised.

To refrain from underbidding or in any way jeopardizing another's position or growth.

So much for ethics applying to school board members, superintendents, and teachers.

In a way our high schools are protected by the North Central Association, State Department, and University, which dictate the qualifications of teachers, and equipment. A board of education gets busy when their high school is taken from the accredited list by any of these three organizations. Very little has been done for the elementary schools. There are some good standards set, but the laws for protection are making it possible for a person who has no credit beyond the sixth grade to teach. There have been some mighty good laws passed the last decade, but there should be more, and all should be enforced. One bearing mention in this connection is the one that gives the school district ninety dollars per year by the state for every Class-A teacher employed. This was intended for a sort of club over boards of education, but in some communities this has little effect; as was said before, the qualification of teachers does not count as much as who she is. I have been informed that the Illinois State Teachers' Association will try for better legislation to help the boys and girls secure the best qualified teachers. It would not be amiss to have legislation to stabilize the terms of board members and superintendent. As the law now exists there may be a new superintendent, president of board, and two new board members every year, and a complete new outfit every three years. Even some city administrations are perfectly solid for more years. Quite often it is too true that even an addition of one new board member reverses policies that should stay for a number of years, or at least long enough to have a trial. No good school system can prosper where such chaos exists regardless of how hard the supervisors and teachers work. We may say that we need no legislation, for such is a community problem. It is, but does the community work it out? Not all communities do.

"We have such a wealth of capable manhood and womanhood that we could establish a new government at Washington tomorrow from any one of our forty-eight states. I'll take 6,000 people from any 'Main street' in this country and I'll show you 100 trained leaders. It is not surprising. We have the racial elements, with no barriers of race, or creed, or class, and we have been pouring a stream of trained leadership into the mass of our population for forty years."

—Herbert Hoover.

Junior High School Geography

GEOGRAPHICAL information changes rapidly and the changes affect the homes, the industries and the literature of every school district. This is as equally true of any other school subject. A pupil who masters adequately the best elementary school geography in the sixth grade and tackles scientific physical geography in the senior high school needs an up-to-the-minute informational geography in the ninth grade of the junior high school.

There is a general acceptance of the fact that there must be junior high school texts in mathematics, in literature, in science, and now the National Council of Geography Teachers has grappled with this latest problem heroically.

It says emphatically that a new type of education is needed. "It must be an education that will aid the developing child to understand and participate in the work of the everyday, pulsating world. It must do something more. It must, with specific knowledge—information and sources of information—specific procedures, and successful practice in self-expression and self-sacrifice (the essentials of strength of character in a democracy) educate the child to feel the zest of search and responsibility for choice in the changing civilization.

"It takes the first rank as a high school subject in teaching human adjustment to the present-day social, economic, political, and international conditions, and in demonstrating the laws of geographic adaptation. Although geography has a place in the elementary school, its field is so large, its material so valuable and so closely linked with the present everyday changing world, it should have a prominent place in the high school. Geography, because it presents interesting up-to-date practical information, offers opportunity for good straight thinking on problems of effective citizenry."

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A Country Girl's Creed

By JESSIE FIELD SHAMBAUGH, the Corn Lady

I am glad I live in the country. I love its beauty and its spirit. I rejoice in the things I can do as a country girl for my home and my neighborhood.

I believe I can share in the beauty around me—in the fragrance of the orchards in the spring, in the bending wheat at harvest time, in the morning song of birds, and in the glow of the sunset on the far horizon. I want to express this beauty in my own life as naturally and happily as the wild rose blooms by the roadside.

I believe I can have a part in the courageous spirit of the country. This spirit has entered into the brook in our pasture. The stones placed in its way call forth its strength and add to its strength a song. It dwells in the tender plants as they burst the seed-cases that imprison them and push through the dark earth to the light. It sounds in the nesting notes of the meadow-lark. With this courageous spirit I, too, can face the hard things of life with gladness.

I believe there is much I can do in my country home. Through studying the best way to do my every-day work I can find joy in common tasks done well. Through loving comradeship I can help bring into my home the happiness and peace that are always so near us in God's out-of-door world. Through such a home I can help make real to all who pass that way their highest ideal of country life.

I believe my love and loyalty for my country home should reach out in service to that larger home that we call our neighborhood. I would join with the people who live there in true friendliness. I would whole-heartedly give my best to further all that is being done for a better community. I would have all that I think and say and do help to unite country people near and far in that great Kingdom of Love for Neighbors which the Master came to establish—the Master who knew and cared for country ways and country folks.

Signposts of Character

By PAUL L. ESSERT
Sterling, Colorado

LONG ago American business, politics and even religion realized the value of advertising their products, candidates or ideals along the highways of the country. This has been practiced to such a tremendous extent that there is considerable reaction at the present time to thus marring the scenic beauty of the highways. Nevertheless, it must have been found to pay, for vast sums of money have been spent in sign advertising. Our great cities and our tiny villages have their own distinctive slogans and ideas written in every manner conceivable, from thousands of electric bulbs and smoke-trail advertising to the crude method of scribbling the evening pie-social advertisement on the sidewalk. It is the written word, repeated again and again, in novel and original ways, which has so completely proved its value in business. The slogan of the political candidate and his leading platform plank is scribbled and printed from one end of his constituency to the other.

There is a great educational motive behind this policy of the advertising world, namely, constant and relentless presentation of the idea, *plus attractiveness and originality of display* eventually creates the desired response. In the business world this response is the act of buying and in the political world the response is the act of voting.

I recently became interested in knowing whether the school was awake to the tremendous power of this fact. What powers were signs and signposts already exerting?

What possibilities remained undiscovered? With this thought in mind I took a trip through our plant for the express purpose of learning just what the children see before them each day of their school life. What slogan, what motto, what expression was repeatedly appearing before their eyes and eventually entering their hearts? What stimuli of the signpost was producing the response of fine and noble character attitudes with our children?

The results, although gratifying, were not entirely satisfying, for I did not find enough of it. In one room I found a large bulletin board and neatly printed above it the title, "What Others Can Do." On it were several beautiful pictures cut from magazines. One was especially attractive, entitled "The Last Violet." It was that kind of picture into which a child dreams of the warm, green clothes of nature's summer. On the blackboard, in a rather inconspicuous place for such splendid signs I found several mottoes or slogans, which had been artistically cut and mounted by the pupils. One of them read: "Good Americans Control Themselves!" On another was a poetic statement of the golden rule. On another was written "Do All the Good You Can, to All the People You Can, as Long as Ever You Can, in Every Place You Can." There was something about the room that reflected the desire of the teacher for the ennoblement of the character of the pupils. I could easily imagine the pupil raising his eyes a hundred times during the day, catching the song of one of these slogans or the whispering peace of the "Last Violet," and gradually absorbing it as a part of his life.

In another room I found two very attractive signs that would be seen occasionally by the pupil, one of which was a moral code, and the other a great slogan entitled "America First." How clearly stated and how appealingly written were the ideas of that moral code. Fully as tempting they were as "Good to the Last Drop," or "The Flavor Lasts." What splendid ideals of character to place before the growing life each day! There was Courage, Hope, Wisdom, Industry, Knowledge, Usefulness and Helpfulness. Finally there was Charity, defined so beautifully and yet so simply that it was fascinating: "I must love God, who created not only this earth but also all men of all races, nations and creeds, who are my brothers." Such an expression of charity and how much it has done for the hundreds of eyes that have rested on it, we will never be able to measure by graphs and standard tests. The beautiful signpost, "America First," was the greatest pledge of allegiance and patriotism that I have ever read, only parts of which I shall quote:—

> "America First: Not in matters material, but in things of the spirit.
>
> "America First: Not merely in the calm assertion of rights, but in the glad assumption of duties.
>
> "America First: Not in pride, arrogance, and disdain of other races, but in sympathy, love and understanding.
>
> "In that spirit and with these hopes, I say with my heart and soul: America First."

These signposts on a wall of a social science classroom are flashing their brilliant lights and wondrous colors day after day to the characters of hundreds of children.

In all of the rooms the writing teacher was advertising through photography and signs for pride in achievement, the health teacher was touching the same chord of human life with health and sanitation posters, helping the child to find pleasure in the habit of cleanliness, and the school health and weight charts, supervised each

month by the school physician, were calling on many for more temperate and moderate living. It takes character of a fine type to respond to these things in the way that children do.

In a mathematics room there seemed to be a real atmosphere of pride in neat and well selected displays of a more practical character-training type. Among them was a large, neatly printed sign, "Making a Budget Helps You Save," and several good reasons followed. In the manual-training shop there was abundant character advertising, such as "Form a Habit of Putting Away Your Tools When You Are Through With Them."

In the hall in a place which is passed by the majority of the children at some time during the day, there were the fascinating and emphatic Bill Jones posters, visualizing a marvelous and age-old philosophy of character growth: "Don't Kid the Beginner," "Begin! That's the Principal Thing! Get Going." "Punctuality Needs no Alibis." Each week there is a new Bill Jones slogan, and a new impression is made on the ever-growing character of the child.

Psychology has recognized the necessity of utilizing the sensory organs as avenues of education. It is as plausible that we in education should recognize the fact which business and industry discovered long ago, that advertising reaches the heart as well as the head.

We will go forever on, making little impressions without realizing their significance, dropping a whispered word here or hanging a simple picture there, that will be looming large in the life of youth today, tomorrow or years from now. Certainly an occasional signpost of character, neatly displayed and well placed, can have a stimulating effect on the moral thoughtfulness of the school.

The School Teacher Co-operates

By GRACE MARIAN SMITH
Chicago

MISS CLYDE NEWTON, head of the domestic science department of Taylor, Texas, High School, with the co-operation of the local Chamber of Commerce helped all the territory around Taylor to see the advantage of a balanced diet, besides leading them to stock the pantry shelves with thousands of dollars' worth of good foods which would otherwise have wasted in the gardens and fields.

Working together, Miss Newton and the Chamber of Commerce put on a food-canning campaign which resulted in the conservation between April first and early August, 1927, of more than 60,000 tin cans and many thousands of glass jars of home-canned products, converted the farm folks to a belief in the good faith of the Chamber of Commerce, and is leading to a more diversified crop program. And all this was done in the face of disbelief, indifference, and antagonism.

Farm folks are not different from others in their tendency to risk their all on one venture. Many of them put all their acreage into cotton, corn, wheat, or other "big farming" crop. When there is a big yield or a low price, they may have little or nothing to show for their work and other investment—in land, seed, and implements. Other business men, too, sometimes have poor returns. The difference is that the farmer need not lose everything. He can always play safe by planting food and feed crops, and then devoting the rest of his land to a money crop. Then, if prices or yield is low, he can still be comfortable, having food and shelter for his family and his stock, and wait for a good profit year.

All this the state agricultural college is constantly preaching by means of its field workers, by bulletins, and by articles contributed to farm journals and newspapers.

But some folks forget, and some are just plain foolish; and these fail to first provide food and feed.

Taylor, thirty miles northeast of Austin, is in the heart of what is commonly called the best cotton-growing section of the state. As might be expected, its citizens alternately diversified some, then returned to all cotton.

In common with most communities they grew some of most of the kinds of garden produce suited to that section—and that includes nearly everything grown in gardens anywhere in the United States. They fared sumptuously in season, but quantities of vegetables matured and died unused, and in the winter the chief items in the diet of some families were salt pork, turnip greens, and canned peaches and hominy.

Last winter a visiting extension worker sold the Chamber of Commerce on the canning project, emphasizing the value of vegetables and fruits on the table the year round, for wholesomeness, palatability, and variety; suggested canned foods as a relief from the everlasting, begin-at-the-beginning three-times-a-day cooking routine of the housewife, and *home*-canned as a matter of economy, and to save good food hitherto wasted.

The Chamber of Commerce bought two can-sealing outfits, a junior retort, a pressure cooker, and some cans, and prepared to carry the canning story to every home in Taylor trade territory. Not having had any experience in canning they appealed to Miss Newton for expert assistance.

City Superintendent of Schools R. H. Brister gave his approval, and Miss Newton agreed to help. The Chamber of Commerce representative says, quoting from the account as it appeared in the local paper:—

"We urged, inveigled, coerced, baited, and wheedled the first few farmers into letting us bring our outfit out and demonstrate it. When the goods of the first few kept over two weeks others began to take interest. Miss Newton's school duties would not permit her to give as many demonstrations as there were calls for. It seemed a pity to let the enthusiasm go to waste. She volunteered to conduct a series of evening schools for interested women and girls. Superintendent Brister extended the use of all high school equipment and space necessary."

Two such schools were conducted, each being filled to capacity. Many were turned away. In terms of results: "Sixty home-canning outfits were purchased. Sixty thousand tin cans and many glass jars of food products were canned. In one week alone they canned 15,000 cans of corn. There were thousands of packs of beans, English peas, black-eyed peas, okra, tomatoes, sweet potatoes, beets, cucumbers, squash, kraut, onions, pumpkin, peaches, plums, pears, apples, grapes, beef, pork, poultry, and combinations of these and other products"—a comfortable beginning of insurance against want, whatever the price of the staple crop, cotton.

Later on, several carloads of cans were used for canning the meat from hogs and yearling calves. The Chamber of Commerce writes: "We believe Miss Newton's efforts have been worth thousands of dollars to the community from a material standpoint, and many more thousands of dollars from an educational standpoint. She put across something that many said could not be done. The canning project has done more to build our work than any other one thing."

My Friends

By ROBERT B. HALE

Slow as I journey on from day to day
I come on other wanderers in my path.
Some sad, some singing, some in bitter wrath,
And some who join me for a little way.

Not always very far. Perhaps we see
That one step moves too slow and one too fast.
Some I have overtaken, loved and passed
And some there are who would not wait for me.

Some cross my path just once. Across the lawn
I hear a footstep. We shall almost meet!
Alas, we may not stay too long to greet.
A nod, a pleasant smile and he is gone.

How many million friends there are whose lot
Keeps them outside my path for life's short while.
But, through the distance and the dark, I smile,
For I can love them tho I see them not.

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School Problems

Edited by a School Executive

67. How can a high school use outside speakers? (Kansas.)

It is frequently a good plan to invite for general assemblies successful men and women who have real messages from their own life and work. If these men and women come from the local community you have added knowledge of the home town or city to the other benefits and stimulated interest in your school through your speaker, who is bound to take away with him the story of your efforts. Our high school boys and girls need to know more of the kind of business carried on around them. They need understanding and sympathy with the various groups of workers to mature them socially. State and national speakers should be brought in.

68. Should a superintendent handle the teacher membership to local, state and national teacher organizations? (North Carolina.)

I see no objection to his doing so. It makes it easier for the teachers and for the organizations as a rule. In states where this plan is used it seems to be most successful. It makes for cooperation and unity. The superintendent, realizing the benefits that come back to the schools from teachers belonging to these associations, is usually glad to have the necessary clerical work done in his office. Then technically he, too, is a teacher, and this plan helps to give him an opportunity to work in closer harmony with his corps. The element of coercion due to difference in position need never enter in.

69. How can we improve the health of our teachers and thus cut down on teacher absence which makes such serious inroads on our school work? (New York.)

In the first place we should encourage our Normal Schools and Colleges in their health programs by careful consideration of the health histories of all their graduates who apply for positions in our schools. We should choose those whose records show good health and intense interest in health activities while in training. This is the place to start.

When teachers are in service we should give them every encouragement and assistance to attain and keep their health. This can be done by arrangements for physical examinations at special rates, gymnasium classes, and health lectures. The teacher should be inspired to feel that she is a working part in the school health program, and that she must do all in her power to radiate abundant health and the joy of living. Her attitude toward her own health will be affected by the friendly attitude and inspiration of her principal and superintendent. Most of us have learned that hard work doesn't break us down, but it is the combination of hard work and wrong living that does the damage. Right living is the job we have to work at constantly and carefully if we are to be in good health and be dependable as teachers. It should be a positive program all the time to encourage the teacher to increase and perfect her health that she may be a model in vitality, energy, and joy for the pupils. This should be stressed as a necessary basis for the best teaching. Underweight and power of endurance do not go together, and this fashion of keeping thin and getting thinner which, unfortunately, seems to have hypnotized even some of our otherwise sensible teachers, intensifies this problem of teacher health. The place to begin work on it is in the weeding of all applicants for admission to Normal Schools and Teachers' Colleges, and the story ends in the teacher tenure bills that say physical disability is a just cause for teacher dismissal.

70. How much extra salary should a high school teacher get because he has a master's degree? (Washington.)

It is the policy in some systems to give $100 extra for a master's degree. In other systems $75 is given for ninety hours' college work, which goes up to $300 as a possible extra maximum. Where a junior high school requires college degrees of its teachers frequently the aim in selecting senior high school teachers is the master degree or its equivalent with a recognition of from one to three hundred dollars' difference in salary. Now while a master's degree means a year's intensive study and usually in a particular line in which the teacher instructs, application and production are the final tests for salary increases. A year's work of this kind should have some recognition, but I am not sure it should always be on the maximum, because it is not the final test of a teacher's ability. We are still under the spell of the label on one hand, and on the other faced by the problem of paying for results as measured by the acquisition of the pupils, consequently while a hundred dollars may be safely offered for the extra training which a master's degree represents I doubt the wisdom of offering a larger sum particularly on the maximum.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Sky-Goer and Earth-Goer—I

(From the Hindoo)

There was once an Apsaras, a beautiful sky-goer, who came down in the cool of one summer evening to the banks of the sacred river to teach the silver birches to dance gracefully in the arms of the wind. The garments of the birches were spangled with grey-green hearts that spun and quivered whenever their limbs moved, but the Apsaras was clothed in dangling little hearts of gold that made warm, golden sunshine whenever she danced. Now it happened that an earth-goer, an ugly gambler, after cheating his fellows at play, had fled from their wrath to the birch thicket and hid himself out of sight in the hollow trunk of an enormous willow. As he poked his ugly head out of the hole to see whether or not he was pursued he saw the lovely Apsaras dancing close at hand. As her beautiful feet twinkled before the hole in which he lay hid, he darted out his hand, and because, being a gambler, his fingers were trained to grasp quickly the gold of others, he was able to snatch off a golden slipper before the Apsaras knew what was happening. "Woe is me," cried the sky-goer, "I have lost my golden slipper. Now I cannot dance; now I cannot smile; now I cannot be happy, for without my sky-going slipper I must sit here on earth forever and ever. Woe is me! What will Indra say when I come not to his beautiful hall tonight, to dance with my sister Apsaras?" Whereupon the little sky-goer wept and wept until the dew dropped from the limp leaves of the birches like silver rain. Just then the gambler poked his ugly head out of the hole and said: "Lovely maiden, weep no more! I have your golden slipper and shall give it back to you safely if you will but do what I say." "Oh, give it to me quickly," cried the Apsaras. "I shall do anything, if only you give me back my sky-going slipper." "Very well, then," said the gambler, "here is the fix I am in. Angry people search for me. I dare not leave this dark hole lest they find me. You shall have your slipper if you will agree to take me out of this place and into the halls of Indra where you are to dance tonight." "Woe is me!" cried the Apsaras, "but since I have promised, so be it!" Whereupon she caused the gambler to grow smaller and smaller until he was only the size of a lady bug. Then she hid him in a rose that she stuck in her hair, over her right ear.

(To be continued.)

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Sky-Goer and Earth-Goer—II

When the Apsaras reached the halls of the mighty Indra the gambler peeked forth from his hiding place and looked about. His greedy soul swelled up within him. Golden clouds, woven of tissue finer than mist, lay below him: golden pillars towered out of sight over his head, and hundreds of lovely Apsaras danced before the throne of Indra, clad like tulips, in garments woven of golden haze. "Lovely one," whispered the gambler, in the Apsaras' ear, "whence come the garments that you and your sisters wear?" and she said: "They are made for us by the spinners of the sun, who dwell beyond the eastern mountain. Every night they sit and spin the hair of his old rays into golden cloth, combing it out of his royal head after he had bathed in the lakes of liquid amethyst that lie hidden on that eastern hill, where the dawn lingers forever and there is never any dusk, or night or noon." When the greedy gambler heard her he could restrain himself no longer, but bawled out: "Hey! for the gold! Hey! for the spinners! Hey! for the golden hair!" The gambler's voice roared like a storm through the quiet of the great heaven and Indra, leaping up, opened his eyes like lightning and roared back, saying: "Who is it makes discord in heaven; who is it whose earth-going soul cries out for the treasures of the sky?" Instantly a thousand searchers darted through the heavenly halls like fireflies and one found the gambler hiding, like a lady-bug, in the petals of the rose over the Apsaras' ear. "Behold," said the searcher, "here is the earth-goer who has brought discord into heaven." Whereupon Indra bent his forefinger behind his thumb and flicked the greedy one into the air. Because the gambler was an earth-goer, he fell and fell and fell, growing bigger and bigger and bigger, until when he was the full size of an earth-man, he dropped like a rock with a mighty splash into the middle of the sea, and a drop of the great splash flew up and up and up until it lodged in the lovely Apsaras' eye; then it rolled out onto her cheek and then, because it, too, was an earth-goer, it fell down and down and down, until it danced like a beautiful pearl in the web of a great, yellow spider.

The Silver Eyes

(From Jutland)

The grave of the good prince Niels was held in veneration by the people around about. Many and marvelous were the tales told of it,—the miracles that had been wrought, the cures that had come to pass, the strange sights that had been seen and the mysterious influence that seemed to hang over it. No wonder then that people should have come from far and near seeking release from the ills of the body and soul, no wonder either that in joyousness of spirit they should have heaped upon it their dearest trinkets when they found that an answer had been sent to their prayers. One day a lone pilgrim toiled up to the long mound that marked the grave. He bowed down in humble prayer. When he arose to go he drew forth from his wallet a pair of silver eyes and placed them reverently upon the stone. An hour later, just as dusk was falling, a native of a village several miles away came tramping by. The silver eyes gleamed up at him out of the dusk. With a furtive glance around he seized them and thrust them into his breast pocket. He planned swiftly as he went on. He would slip quietly into the village, pound the eyes into mere masses of silver metal and sell them to the silversmith who lived next door. In his anxiety to get home as quickly as possible the man began to run. In the gathering darkness he fancied he heard feet patting along the road behind his own. He glanced back and seemed to see the pale face of Prince Niels bobbing behind him in the gloom. Strength flowed from terror, for the man quickened his pace, rushing on and on through the dark, along the road he knew so well. Hour after hour passed, a slim moon rose up beyond the mountain. The man redoubled his speed. Surely he must reach the village in another moment, for he had run long and fast. Time passed and the moon rose steadily higher and higher until it stood above his head. On and on it went until it stood level with his weary eyes. Could that be dawn brightening the Eastern sky behind his back? Breathless and weary the man stumbled on, growing more confused and fearful with each passing moment. Just then, afar off, a cock crew, in the village

toward which he had run all night. He rounded a rock and there before him was the long mound that marked the sacred grave of the holy Niels. With a cry of dismay the robber took out the silver eyes from his breast pocket and laid them carefully where he had found them many hours before. "Alas," cried he, "forgive me for my great sin. Truly it is said that no man can run away and leave the consequences of his deeds behind. Always, always will they return to him or he to them."

The Peaches of Chance

(From the Chinese.)

There was once a fruit vender by the name of Wang Fu who lived on the sunny side of the Sun Lun hills. In his garden grew a dwarf peach tree which had sprung from a seed spit out from the lips of the great spirit of the misty Valley of Chances. When, therefore, Wang Fu appeared in the marketplace at the time of the golden peach moon with his Chance peaches, people crowded in from far and near to beg so much as a taste of one. On such an occasion a beggar appeared. Bowing low before Wang Fu, he said in humble voice: "Most excellent keeper of the peaches of the Great Chance, favor me with just one peach, for I hunger," but Wang Fu pushed the beggar away with his foot so rudely that all the people murmured against him. "What is one peach to you, Wang Fu," asked a young man, "that you should spurn this beggar with your foot?" "Let him pay the price," said Wang Fu. "I shall pay it for him," said the young man, and he handed over a piece of silver. The beggar took the peach and turning to the villagers said: "I have a peach tree of my own, my friends, but I needed the seed of this peach to bring it to me." Whereupon all the people turned to look at each other and wonder, but the beggar greedily ate the peach, spitting out the stone when he had done, into his two hands. "Now," said he, "I shall bring my peach tree into this very square, and you shall share its fruit with me because you have been kind in my distress." So saying, the beggar dug a hole in the earth and planted the seed. At once a sprout burst forth which grew and grew, spreading upward and sidewise until it became a perfect tree from which hung a hundred rosy-cheeked peaches, each one ripe and ready for the eating. The greedy Wang Fu looked on in amazement. "I shall give you," cried he, "a hundred pieces of silver for your hundred peaches." "I shall sell you not a single one," said the beggar. "I offer two hundred pieces of silver," cried Wang Fu. "I shall sell you not a single one," said the beggar, and at once he began picking the peaches and handing them around to the villagers. When they were all gone he said: "Save all of you the seeds and plant them in your gardens, for they are very rare, since they come from the Valley of Happy Chances." With that the beggar took an ax from his belt and began to cut down his tree. When it lay on its side with its leaves withering and its branches disappearing, he turned and looked Wang Fu straight in the eye. "Because," said he, "you would not freely share, even your own has been taken from you. Withered is the Tree of Chances in your garden on the sunny hills of Sun Lun." When the beggar had gone Wang Fu turned to his cart. His eyes started from his head. He raised his yellow hands in despair. His peaches were gone and the handle of his cart was hacked in two as though by the ax of the old beggar. "Woe is me!" cried Wang Fu. "Even while I looked on this beggar turned my cart into a tree from which he plucked my own peaches to give to every one who reached forth a hand to him." "And it serves you right," said a Mandarin at his shoulder, "for only to him who freely gives does the peach tree of Happy Chances bear lasting fruit. Your own selfishness has given your precious peaches away and laid the tooth of the ax to the tree that bore them."

The Little People

(From Hawaii.)

There was once a very brave and good young chieftain by the name of Te-Kanawa. He was a great hunter and went far into the forests in search of game. On one occasion night overtook him on the brow of a high hill and he sought refuge between the great raised roots of an old tree. It was lonesome there on the high hill. The wind sang mournfully in the branches overhead and far off the great Pelee breathed fire and smoke from his vast lungs. Te-Kanawa lit a small fire before his feet. It had often been a friendly companion for him in his long journeys. The flames danced for his amusement, the twigs snapped a soft accompaniment; the voice of the fire sang a low song and the heart of the fire took hold of his cold hands and held them till they were warm and comfortable. As Te-Kanawa watched the antics of his friend, the fire, he heard soft voices singing in the distance. Nearer and nearer they sounded until just beyond the circle of the fire stood a row of Little People. Te-Kanawa looked at them and smiled. "Little People," he said, "Welcome to my fire," but the Little People only stood and stared at him, eager heads peering over the shoulders of those in front. "Little People," said Te-Kanawa, "why do you stop singing?" but the Little People only stood as before and looked at him. "I have no meat to give you," said Te-Kanawa, "for the hunting has been poor, but I have here an image carved of green stone. See, I hang it on this twig. I place it beyond the fire. It is yours, if you wish it, since I am the friend of all Little People." When the carved green image was hung from the twig before the fire, a soft sigh of happiness rose from the Little People. First one, then another, came forward and to the surprise of Te-Kanawa did not touch the image itself, but each carried off between his thumb and finger a shadow of the treasured thing. "Why do you not take the little green figure?" asked Te-Kanawa. Then the chief of the Little People answered in a sweet song:—

"He who owns the green image
May lose it from his hands;
The briers may scratch it from him,
The thief may steal it in the night.
It may drop among the rocks
Or it may fall into the sea,
but he who carries the shadow of the green image can never lose it, not in this life nor in the next. Therefore, Te-Kanawa, we thank you for your gift and shall treasure it for your sake."

When his song ended the Little People filed silently away, singing as they went, and Te-Kanawa laughed to the fire and said: "The Little People are very wise. They know where the real treasure lies."

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl autotically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

"Character Chats" are successfully utilized in all grades from the fourth to the ninth, inclusive, and in junior high schools. Any teacher having a specific character problem upon which help is desired, is invited to address the author, in care of this magazine.

EDUCATION IN ACTION

American Graduates Must Display Label

College graduates who earned their Ph.D. at an American university must, if they wish to use their title in Prussia, either call themselves "Dr. phil. in U. S. A." or obtain a special permission from the Prussian ministry of education recognizing the foreign title. This was recently decided by the Berlin courts. There is a law on the statute books which prescribes that all Prussian citizens who obtained an academic degree outside of Prussia may attach the degree to their names only if the ministry of education issues a special permit to do so. A graduate of an American university had failed to obtain the permission and was therefore haled into court. Fortunately, however, he could prove that he had always signed himself as "Dr. Phil. in U. S. A." The court decided that, so long as the foreign origin was clearly indicated, there was no legal objection to using the title.

Stanford Reports Honor Violations

Issuing a warning that student government at Stanford University is wavering in the balance, the Stanford Daily, student newspaper, recently quoted President Ray Lyman Wilbur of the university as stating that "during the last quarter there were more violations of the honor system and of regulations concerning drinking" than ever before in recent times. The paper pointed out that in the last quarter two student bootleggers were expelled, the men in a fraternity house whose lease was cancelled were denied the right to register again and other disciplinary measures were taken against students convicted of violating rules.

Honor System At Hunter Impugned

The honor system of conducting examinations at Hunter College, New York City, whereby students are free from faculty supervision, has been impugned by the testimony of the girls themselves. One unnamed student said that "nine-tenths of the girls cheat" and another stated "only sixty-five of all the girls in the college are honest." Other accusations were that girls carried notes up their sleeves in examinations, that one was heard to say she had passed her examination "thanks to the honor system," that a group sat together in a classic examination and pooled their knowledge, and that even when the teacher was in the room the girls passed their papers to one another. President George S. Davis stated that cheating in examinations has been almost entirely confined to a small section of the freshman class. Many of the girls in the freshman classes, he pointed out, had come recently from high schools where examinations are strictly supervised. "These girls are unused to the new freedom," he said, "and have not yet absorbed the spirit of the honor system. The honor system is emphatically not a failure at Hunter College. The charges made are exaggerated and over-estimated."

Ask Name for Girls' College

Men students of Brown University, breaking a tradition of many years' standing, have abandoned a policy of aloofness from the women's college and are urging a step intended to add to the importance of that division of the university. An open letter to "friends of Brown University," published in the Brown Daily Herald, official publication of the men's division, proposes a change in name for the "Women's College in Brown University" to "Pembroke College in Brown University." The letter was published simultaneously in the Record, weekly publication of the women's college. The women's college already is frequently referred to informally as Pembroke College from the fact that its administrative offices are in Pembroke hall. "The women's college is handicapped by its name. The lack of a distinctive name has hindered a wholesome growth," the letter stated. The women's college has the same courses of study under the same teachers as the men's division, but classes are separate.

To Fight Common Colds

Every resource of the Johns Hopkins University and the Johns Hopkins Hospital is to be mobilized for a five-year war on the common cold, so common that it causes a greater economic loss each year than any other disease. The Chemical Foundation of New York has given $195,000 to finance the work, which will be known as "The John J. Abel Fund for Research on the Common Cold." Colds, it was said, affect women more than men. Four out of every ten men and seven out of every ten women are disabled by colds each year. Industry, as a result, loses 1.4 days per year for every man on the payroll and 2.1 days for every woman. "Despite the widespread prevalence of common colds and the universal discomfort and great economic loss which they cause," said Dr. Frank H. Goodnow, president of Johns Hopkins University, "there is very little exact knowledge concerning their cause or of dependable methods for their prevention and cure. The various ramifications of the problem are so extensive that they go beyond the scope of any one man or department. For that reason the research is to be conducted on a co-operative basis involving the staff and facilities of every department in the medical school, the School of Hygiene and Public Health and the hospital that is needed to throw light on the problem."

Castor Oil Fine For Using Rouge

The ten girl members of the senior class of Woodfin High School, Asheville, N. C., have adopted a New Year resolution not to make use of rouge or lipstick in any way for a period of twelve months. Punishment for violation has been fixed as follows: First offence, the culprit will have her face washed with laundry soap; second offence, the girl will be held under a shower bath until subdued; third offence, the victim will be forced to swallow at least two tablespoons of castor oil; fourth offence, ostracism from other members of the class for two weeks. The four boys in the class have voted to help the girls carry out their resolution.

Berkeley Divinity To Move in the Fall

Yale University will have as a prominent new neighbor next fall a famous old Connecticut institution, the Berkeley Divinity School, for seventy-five years located at Middletown, Conn. Although it will have a site near the heart of the university it will not become a part of Yale. The new home of Berkeley, which has been called the "Bishop's School" because more than one in every twenty graduates have become bishops of the Episcopal Church, is at Prospect and Sachem streets. The five-acre tract adjoins the Hammond, Sloane, Osborn Memorial and Sterling laboratories, and is only a block from the residence of President James R. Angell. The seminary was moved once before in its history, in 1854, when Bishop John Williams, who served as dean for forty-five years, transferred its activities from Hartford to Middletown.

Manila Pays Boys For Running City

Elsewhere in the world boys have been given experience in civic problems by "running the government" for a day. Not only did public school lads operate the Manila, P. I., city offices, but they drew one day's pay which would have otherwise gone to the regular incumbent.

Pensions Are Given Nashville Teachers

Contributions to the pension fund are not required from public school teachers of Nashville, Tenn. Taxation not exceeding one-tenth of one mill of assessed valuation provides the moneys required. Pensions correspond with the pay of beginning teachers, the idea being that the beginning teacher receives the minimum for living requirements. The pay of the pensioner varies from time to time, therefore, with the changes in the pay of beginning teachers. This unique provision will prevent the distressing conditions that came to pass during the inflated period when set pensions did not provide a living. The salary scale adopted in October, 1927, provides $1,200 a year for beginning teachers, although twenty "cadets," or teachers in training, receive $720 a year each. No pension may exceed one-half the salary of the teacher at the time of his retirement, however, and it happens that the smallest pension paid is $600 a year.

Exam Question Had No Answer

Aspiring bachelors of arts, whose mathematical accomplishments failed to satisfy the examiners at the last examination at Caen University, Normandy, France, are to have an unexpected chance to retrieve their fortunes. They have been victims of an injustice. It has been discovered that one of the problems they were asked to solve was insoluble. Edouard Herriot, Minister of Education, has ordered that they be given the choice of having their papers remarked, with due allowance for the insoluble problem, or of sitting for a new mathematical examination.

Worked Five Jobs While at College

Death of Morman B. Daniel, twenty-six-year old Democratic member of the Kentucky House of Representatives, brought to light the unusual struggle he made to put himself through college. Entering the University of Kentucky in 1921, while practically without financial resources, having only $2.75, Daniel earned his college expenses and in addition saved $3,000. This achievement distinguished him as an outstanding student and won for him a reputation. His first work after entering the university was waiting on table in a boarding house. Then he started working in an ice cream parlor and finding he still had some spare time he started delivering papers and also worked in a creamery. In addition to these tasks Daniel found a local garage that needed a janitor, so he got up an hour earlier in the morning and increased his list of positions to five. Mr. Daniel was graduated June 1, 1925, from the College of Law, receiving his LL.B. degree. He was one of the "baby" members of the Kentucky Legislature and was serving his second term when a sudden heart attack proved fatal.

Education of Character Is Required in Nebraska

A new Nebraska law requiring character education has been put into operation in the schools of that state. The Act, which was passed by the 1927 session of the legislature, requires that special emphasis be given in schools to morality, courtesy, obedience to law, respect for the constitutions of the United States and the State of Nebraska, "and other attributes which tend to promote upright citizenship." A course of study in conformity with the Act was recently published by the Nebraska State Department of Education, containing separate outlines for the nursery school and kindergarten, primary grades, intermediate grades and junior and senior high schools. As the time provided by the Act for preparation of the course was limited, the present text is considered tentative, and it is expected that constructive criticism by teachers and citizens will assist in its development.

African Education Raises Problems

A report from London tells of an effort being made to solve the problem of the education of African natives in Kenya on lines suggested by the experience of the United States. The Jeanes school at Kenya is partly subsidized by the Carnegie Trust. The responsible authorities are trying to avoid the mistakes made by educationists in India and Egypt. It is considered that the essential work of civilization in Central Africa is to teach the African native how to work with his hands, and so to relieve the wife-laborer. Education at the Jeanes school has a vocational basis. Recently a number of houses have been erected for married pupils. Here pupils who are married and come to learn how to teach may live, and bring their wives and families with them.

Wrong Teaching Wastes Money

"Taxpayers' money is being wasted viciously and the lives of young people started wrong in many New York State schools through a super-faith in subject matter and examinations," Dr. John L. Tildsley, district superintendent in charge of New York City high schools, warned state educators at a session of the Associate Academic Principals of New York. "Teaching today has too much of the knowledge serum idea, a method of injecting the whole Encyclopedia Britannica into a certain number of pupils within a given time for a fee. This attitude must be changed," he said. Results of a questionnaire given 1,800 graduates of New York high schools as to the teachers they would remember and why, were cited by Dr. Tildsley. The most popular teachers were those who gave instructions in English and 181 pupils wrote that they would remember these because of the ideals and greater interest in all knowledge they had imparted.

Chubby Freshmen The Most Studious

It seems to be either beauty or brains. Chubby freshmen at the University of Arizona are the most studious, according to a recent report. Slender co-eds are more popular socially and so have less time for studies.

Puts Emphasis On Enthusiasm

Teaching students to receive new ideas "not as a snob welcomes his poor relations, but as a real estate promoter welcomes a stranger to a boom town," is a function of "education that educates," declares Dr. John M. Manly, head of the department of English of the University of Chicago. Dr. Manly made a plea for college training which should be a "tense activity of thinking and not merely a dull process of being stuffed with information." "It is not in the elementary school only that the ideal of the teacher as teacher should prevail," he declared. "In college and university

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also the teacher's fundamental task is that of a trainer. If a teacher does not help his pupil to see problems with simple and unbiased vision, to think of them with eagerness and sincerity, to attack them with every power and bring to bear upon them every fact and theory to the problem, he is no teacher, however amiable he may be as a man or eminent as an investigator."

Must Educate Foreseers Now

A new type of education is necessary today, according to Mrs. Susan M. Dorsey, superintendent of schools for Los Angeles. This new type is an education for those whose duty it will be to foresee future conditions and provide thereby for workers of the future. Speaking before the American Vocational Association, Mrs. Dorsey said: "The future will show us two types of vocational education. One group must be educated not so much as overseers, but as foreseers, trained to watch the trend of the world and national economic conditions: that is to have work for its workers. This type of education will be carried on for the most part in universities and advanced technical schools. The second type of vocational education will be for those who shall actually establish, manage and perform the work of industry. It will be carried on in polytechnic institutes, colleges and in the manufacturing establishments, in vocational high schools and in trade schools. Neither of these types of education can be ignored or neglected by any city that hopes to prosper."

Contrasts Schools Of Past and Present

In the last two generations most actual learning was done in the home and community, schools giving individual training in a few skilled subjects, but in these days of high specialization most of a child's education actually occurs in the schoolroom, according to John A. Hockett, lecturer in education at the University of California. "In the time of our grandparents," he said, "schools were largely rural, and the one teacher drilled her pupils in spelling, arithmetic and grammar with more rigor than attention to the future life-needs of the student. The pupils, trudging wearily to school, were pictured as the most forlorn of human beings. They lived their lives in the home, on the farm, in the fields and woods—anywhere but in school. Due to social changes too numerous to enumerate, the complexity of modern civilization, the mutual dependence of the whole world, as contrasted with simplicity of life in a rural community, the school has become actually the educational centre of the community."

TREND OF THE TIMES

PAST YEAR will go down in the history of the League of Nations as the year of the rise to power of the little nations. From the theoretical position of absolute equality in the league the little nations established for themselves one of actual equality with that of the larger powers. Out of a total of fourteen seats on the council, the smaller nations now hold nine against the five major powers.

ASIA is superseding Africa as land unexplored. Obrachev, for the Soviet Government, has just located in Siberia a new mountain range east of the River Lena occupying a territory larger than the Caucasus.

AIRMEN of the American army and navy, among themselves, the Manchester (England) Guardian says, are in the habit of flying a distance equal to once around the world nearly every day of the year.

SPAIN'S National Assembly has before it a press bill that prescribes rules for the professional conduct of newspaper men, standardizes salaries, creates schools of journalism, restricts the jobs of graduates and compels old-age pensions.

AUTOMOBILE ACCIDENTS will kill 23,000 and injure 700,000 persons in this country in 1928 unless the accident rate shows an unexpected improvement, the Travelers' Insurance Company predicted. The estimate, based on statistics of the last two years, makes no allowance for an increase in the accident rate experienced each year since compilation of statistics started in 1906.

ITALIAN LIRA has been stabilized on a gold basis at nineteen to the dollar. This move followed recent negotiations between the Italian government and British and American bankers arranging necessary credits. The announcement was received with some surprise in Italy, for restoration of the currency on a gold basis was not expected until the middle of 1928.

LIKE WAR, fashion may dislocate industry in the remotest places. In five years 12,000 women in Chefoo, China, have lost their livelihood at hairnet making because of the bob.

EACH DAY, from noon to noon, is a little shorter than the last, for the earth is slowing down, declares a noted English astronomer. In 100 years a day will be one thousandth of a second shorter. The tides' frictional drag is blamed; eventually it may bring the earth to a standstill. At the present rate, however, this would not happen before at least 8,000,000,000 more years.

THIRTEEN MONTH calendar was adopted January 1, 1928, by the Eastman Kodak Company for all factory records. The calendar corresponds with the international fixed calendar as drafted by Moses B. Cotzworth. An advantage is expected to be elimination of adjustments now necessary on account of the unequal number of days, weeks and pay days in the month.

MALARIA still remains the most destructive disease of mankind. It takes a yearly toll of 2,000,000 people.

AMOUNT OF PAPER required to print the proceedings of Congress and other government business during the next twelve months will cost $2,200,000, it is estimated. As a starter, 50,000,000 pounds of paper (25,000 tons) and 45,000,000 envelopes have been purchased for use at the capital.

NEW YORK CITY, with its 208 theatres and 580 motion picture houses having a total seat capacity of 858,973, entertains each week in these playhouses 1,500,000 people. These figures were given out by William F. Quigley, commissioner of licenses, in his annual report.

EARTHQUAKE FORECASTS are without scientific foundation; they do no good, but much harm, according to the Chilean minister of the Interior, so he forbade their publication. His action was based on a happening. A forecast had been made that Chile would be badly shaken by a certain date. It was taken very seriously by many people, who in their fright abandoned their houses and slept in the open until the time limit of the forecast had passed without a tremor.

HUMBLE PENNY, despite the high cost of most everything, still remains a medium of exchange not to be scoffed at. The General Vending Company has announced that in 1927 a total of 3,500,000,000 of the copper cents passed through their vending machines in payment for chewing gum, candy and many other small parcels which may be purchased for the least of Uncle Sam's coins. The Treasury Department recently estimated that the current circulation of one-cent pieces is about 4,721,287,900.

The BOOK TABLE

MY FIRST YEARS AS A BOY. By James L. Hill, D.D. Cloth. 360 pages. Published by the Andover Press, Andover, Mass.

Everything that James L. Hill writes has the fascination that a friendship of half a century gives, but his "My First Years as a Boy" interests me wholly apart from the charm of friendship. His picture of Iowa life in his boyhood days rivals in interest and importance the illuminating accounts by Herbert Quick, Hamlin Garland and O. J. Laylander. All of the literary masters do not give as complete and vivid a picture of Iowa as James L. Hill gives in these 360 pages of real life from 1850 to 1865. Unfortunately it is not issued by one of the great publishing houses who would have placed it in libraries far and wide and have made it a household necessity in Iowa. As it is its use should be promoted by all lovers of Iowa's romantic development.

JUNIOR EXERCISES IN RAPID CALCULATIONS. By Earl Powers and Harold W. Loker. Boston, New York, Chicago: Ginn and Company.

These one hundred perforated pages provide literally thousands of combinations skilfully graded. We have seen no exercises for rapid calculation more elaborate, more scientifically arranged or as practically prepared for effective use by children with as little burden upon teachers in realizing how accurate the work is.

INTRODUCTION TO WORLD GEOGRAPHY. By Philip A. Knowlton. Cloth. 8 by 12 inches. New York: The Macmillan Company.

World geography is inconceivable to one adult in a hundred thousand, and absolutely beyond the comprehension of children unless they are led up to it skilfully. Knowlton's "Introduction to World Geography" is an heroic attempt to prepare boys and girls in America to study the geography of the world. Its chief value is the way in which it introduces the pupil to the geography which he can really study and to the world so far as he is in touch with it in various ways.

Author, map maker, editor and publisher have discovered or developed the high art of starting where any child and every child is perfectly at home, where he thinks as naturally as a girl makes real life out of a doll.

Once started by being perfectly at home in his thinking, reading and studying the child enlarges his geographical horizon as naturally as the babe increases his world by his first creeping, first walking, first running, going from the first radius of six feet to the homelikeness of a block in a city or to the neighbors in each direction in the city.

The automobile, the street car and the inter-urban system make the horizon of every child vastly greater by six years of age than it was for his grandfather at sixteen years of age.

The Knowlton maps, charts, diagrams and illustrations make it easier for a child in the second grade to think world geography intelligently than it used to for a sixth-grade child.

FINANCING RURAL EDUCATION. A Critical Study of Provisions and Practices in the Several States. By Robert Dodge Baldwin, Ph. D., President State Normal School, Stevens Point, Wisconsin. Cloth. Stevens Point, Wisconsin: Rural Service Press.

The Stevens Point State Normal School has long been identified with rural school promotion. John Sims, when president, was chairman of the committee of the National Education Association on rural education, and his successor, Robert Dodge Baldwin, carries on his work in Wisconsin most successfully.

EDUCATIONAL PSYCHOLOGY. By Edward H. Cameron, Ph.D., professor of Educational Psychology at the University of Illinois. New York and London: The Century Company.

Professor E. H. Cameron, State University of Illinois, has demonstrated in the classroom and in authorship rare skill in distinguishing between professional psychology and the sane and wholesome use of psychology in securing instructional results. In "Educational Psychology" he helps students and teachers to master psychology as a science and, with consummate common sense, helps students and teachers to use psychology in the creation of an art of teaching which has a real personality developed by the teacher in dealing with students as learners.

There is nothing quite so destructive of one's professional peace of mind as the claims often made for various schemes of "tests and measurements" assuming that the results are exact while all personal estimates are mere guess work. We can recall no textbook on psychology that is quite as rich in common sense as Cameron's "Educational Psychology." Open it at random and read a few pages and the residuum of your impressions is a sane and wholesome estimate of the author's knowledge of what one can get from psychology that is instructionally helpful and what is absolutely senseless.

We could easily write five thousand words on "Educational Psychology" and give a fairly good account of our appreciation of it as a masterful study of the state of mind of the learner in school, but in the space we can use the best we can do is to say that Dr. Cameron uses with consummate skill what is known of the science of psychology in promoting the art of helping a student in school to learn what it is important that he should learn.

REPRESENTATIVE CATHOLIC ESSAYS. Edited by George Carver and Ellen W. Geyer, both of the University of Pittsburgh. Cloth. 220 pages. New York: The Macmillan Company.

It would not be easy to assemble better literary essays than these. Among the writers are John Lancaster Spalding, Cardinal Manning, Gilbert Keith Chesterton, Agnes Repplier and Maurice Francis Egan. There is a certain literary dignity in the writings of the scholastic leaders of the Catholic Church that is ennobling. We quote a few sentences from one of these essays:—

"As the heart makes the home, the teacher makes the school. . . . The scope of public school education is to co-operate with the physical, social, religious environment to form good and wise men and women. . . . Our system of public school education is a result of the faith of the people in the need of universal intelligence for the maintenance of popular government."—Bishop John Lancaster Spalding.

Books Received

"The Singing Farmer." By James S. Tippett. — "Columbia Research Bureau American History Test." By Harry J. Carman, Thomas N. Barrows and Ben D. Wood.—"Reading and Literature" (Book I). By Melvin E. Haggerty.—"Reading and Literature" (Book II). By Melvin E. Haggerty. Yonkers-on-Hudson, New York: World Book Company.

"Health Behavior." By Thomas D. Wood and Marion Olive Lerrigo. Bloomington, Illinois: Public School Publishing Company.

"Errors in School." By Sir John Adams. LL.D. 2 Park street, Boston, Mass.: Houghton Mifflin Company.

"A Manual Grammar of the Greek New Testament." By H. E. Dana and Julius R. Mantey.—"Practice Lessons in English." By Willis L. Uhl and Luzia E. Hatz. 60 Fifth avenue, New York, N. Y.: The Macmillan Company.

"Exercises and Tests in Junior High School Mathematics." By David Eugene Smith, William David Reeve, and Edward Longworth Morss. 15 Ashburton Place, Boston, Mass.: Ginn and Company.

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GRINS BETWEEN GRINDS

To Carry On

First Burglar's Wife—"Wot's yer kid goin' to be when he grows up?"

Second Burglar's Wife—"I suppose he's goin' to foller in the finger-prints of the ole man."

A Lost Case

Offending Motorist—"Look here, my good man; let me tell you that I'm a lawyer, so you may as well not take this to court."

Cyclist Victim—"And let me tell you —confound you!—that I'm one of the local magistrates!"—Passing Show.

Thoughts Astray

"Why didn't you read your lesson over to yourself as I told you to?" asked Mary's mother.

"But I did," said Mary.

"Then why don't you know it better?"

"I suppose I wasn't listening to myself," explained Mary.—Los Angeles Times.

Not His

James Lane Allen, the author, was asked by a lady if he was a bachelor from choice.

"Yes," he said at once.

"But isn't it rather ungallant of you to say that?" said the lady.

"You must ask the ladies that," said Allen. "It was their choice."

Taking No Chances

Doctor—"About nine patients out of ten don't live through this operation. Is there anything I can do for you before we begin?"

Dusky Patient— "Yessah. Kindly hand me mah hat."

Drastic Methods

Doctor—"The only way for you to regain your figure is to cut out the sweets."

Fair Patient—"Gracious! Are you going to operate to get that chocolate I ate this morning?"—Denver News.

Gold Digging

The workman was digging. The wayfarer of the inquisitive turn of mind stopped for a moment to look on.

"My man," said the wayfarer at length, "what are you digging for?"

The workman looked up. "Money," he replied.

"Money!" ejaculated the amazed wayfarer. "And when do you expect to strike it?"

"On Saturday," replied the workman, as he resumed operations.

The Reason

Bobby—"He hit me because I let him copy my answers."

Mother—"That can't be the reason."

Bobby—"Sure! My answers were wrong."—Vancouver Province.

Not There

There was a timid knock at the door. "If you please, kind lady," said the beggar, "I've lost my right leg——"

"Well, it ain't here," retorted the woman of the house, as she slammed the door.

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Education Below Cost

Institutions of higher learning are the only concerns we are aware of that sell their product at less than cost and pay their employees less than they are worth. Such a situation would be intolerable to a business executive but is accepted complacently by the educational executive, with constant complaints about his institution being so hard up. The business man knows that selling under cost makes successful operation impossible, and underpaying employees produces a most unsatisfactory condition in the plant. While thousands of students are turned away each year from our colleges for lack of accommodations, equipment, and teaching force, the very simple remedy of increasing the cost of tuition appears never to have received the attention it deserves. . . . Our budget last year was approximately $1,200,000. This was for operation only and excluded all betterments. The sum received from student tuition fees, plus the rent of the few dormitories, was only $332,000, or less than thirty per cent. of the operating cost. In the professional schools the highest charge for tuition is $250. For citizens of this state tuition in the college is $50. The budget total divided by the number of students makes the average cost of a year's instruction here just $550 per student, exclusive of interest on plant investment. Tuition fees divided by the number of students makes an average for both of these items of $150 per student. There is no escape from the conclusion that each student is paying $400 less per annum than the actual cost of his instruction, and the entire student body is receiving a gratuity of nearly $900,000 every year.—University of Virginia Alumni News.

The Two-Year College Unit

If we are interested in education for democracy our point of attack must fall at a different level from that of the most favored, namely, the *intelligent middle class of the population.* Upon this class the present tendency in higher education is reacting most unfavorably. . . . Farm labor is looked down upon as menial, tenant occupation is spreading fast, and there is a very rapid deterioration of the country population, which is, after all, the backbone of the human energies of the nation. . . . The same trend is seen in every occupation of what we may call the middle class in all parts of the country! "My son and my daughter shall have the highest education possible and shall not labor as I have done in the struggle for existence." Fine, right! But where does the education for democracy come in,—the more than ninety-five per cent. of the people who will not profit by a full college education? Which of our institutions of higher learning have any interest in that problem? . . .

The increase of high-school education throughout the country has been most gratifying. . . . This is education for democracy, of which we may justly be proud.

But, presto! at the close of the high school there comes a radical change in educational theory. It is now no longer education for democracy, but for aristocracy. I am using education for democracy here in the sense of education for the welfare of the people as a whole, and education for aristocracy in the sense of education for a privileged class. The implication is not that one is right and the other is wrong; the higher education of a superior class is absolutely essential to democracy, but with it there must go a fair program of continuity reaching all levels of society. The principle applied, in so far as circumstances permit, should mean education for every American in proportion to his capacity to profit thereby personally and give adequate returns in service.

A great inconsistency or violation of

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this rule is represented by the absence of a two-year unit at the lower level of college. An analysis of the needs of the community would unquestionably reveal that, on the basis of merit and demand, the community would need from two to five times as many people educated at a two-year college level as at a four-year level. . . .

The situation in commerce today is typical. If the middle-class business man's son wants to get something better than a high-school training for business, he is confronted with the situation "four years, no more and no less." . . . What he wants to do and learn, and what the community needs in the majority of cases, is a dignified practical course which will fit him not only for the conduct of his business, but for a self-respecting and intelligent citizenship at his natural level of employment.—Dr. C. E. Seashore, in School and Society.

A Code of Good Citizenship

Prepared by the Young Citizens Club of Franklin Junior High School, Hammond, Indiana

Good Citizens are patriotic: Let us have faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it.—Lincoln.

Good Citizens do their duty: A good citizen will find out what his duty is and do it to the best of his ability.

Good Citizens are courteous: Politeness is to do and say the kindest things in the kindest way.

Good Citizens try to keep good health: A good citizen eats proper food, breathes fresh air, gets enough exercise, trys to keep neat and clean—both in body and mind—and trys to protect the health of others.

Good Citizens show good sportsmanship: Good citizens play hard to increase strength and courage. They are sportsmanlike, generous, fair and honorable, quiet winners, and cheerful losers.

Good Citizens are reliable and trustworthy: With good citizens that are able to trust each other, our country grows better every day. A good citizen always stands by the truth regardless of likes or dislikes of people. He will not lie, cheat, steal, pretend, or conceal others in wrongdoing.

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